The Teaching Case in the Remote Context: the experience with Geopolitics and Security Studies

O Caso de Ensino no Contexto Remoto: a experiência da disciplina de Geopolítica e Segurança

Elia Cia Alves[1] (iD)
Augusto W. M. Teixeira Junior[2] (iD)
Cristina Carvalho Pacheco[3] (iD)

Abstract: How to improve student engagement in the remote context? The teaching cases create structures that allow the analysis of facts from the international reality, based on the application of theoretical concepts. They constitute an active teaching strategy widely employed in the areas of Law and Business, with a gradual growth in IR courses in Brazil, demanding an effort towards the creation, elaboration and testing of specific content for the disciplines in the area. This article presents the functioning and results of an assessment strategy implemented at the subject Geopolitics and Security (GPS) of the International Relations (IR) course at UFPB in 2020. We applied three case studies, focusing on different geographic regions and use of force in air, land and maritime domains. Among the results, through a survey with the students, we identified the strategy had positive effects on the self-perception of learning theoretical concepts discussed throughout the course. Considering that the COVID-19 pandemic and its effects in Brazil challenges student engagement, the report of this experience can encourage the adoption of active teaching methodologies, both in remote, hybrid and even in-person contexts.

Keywords: Teaching Case; Geopolitics; Active Learning; Remote Learning; International Relations.

Resumo: Como melhorar o engajamento dos alunos em sala de aula, especificamente diante dos desafios impostos no contexto de ensino remoto? Os casos de ensino criam estruturas que permitem a análise de fatos da realidade internacional, a partir da aplicação de conceitos teóricos. Constituem uma estratégia de ensino ativo amplamente empregada

---

[1] Universidade Federal da Paraíba. E-mail: eliacia@gmail.com.
[2] Universidade Federal da Paraíba. E-mail: augustoteixeirajr@gmail.com.
[3] Universidade Estadual da Paraíba. E-mail: criscpacheco@gmail.com.

nas áreas de Direito e Administração, com crescimento paulatino nos cursos de RI no Brasil, demandando um esforço no sentido de criação, elaboração e testagem de conteúdo específico para as disciplinas da área. O presente artigo apresenta o funcionamento e os resultados de uma estratégia de avaliação implementada na disciplina de Geopolítica e Segurança (GPS), do curso de Relações Internacionais (RI) da UFPB, em 2020. Ao longo da disciplina, foram aplicados três estudos de caso, focando diferentes regiões geográficas e uso de força em domínios aéreo, terrestre e marítimo. Dentre os resultados, através de survey com os alunos, notou-se que a estratégia teve efeitos positivos na autopercepção de aprendizagem dos conceitos teóricos discutidos ao longo do curso. Considerando que a pandemia de COVID-19 e seus efeitos no Brasil geram desafios ao engajamento discente, o relato dessa experiência pode incentivar a adoção de metodologias ativas de ensino, tanto nos contextos remoto, híbrido e até presencial.

Palavras-chave: Caso de Ensino; Geopolítica; Segurança Internacional; Relações Internacionais; Ensino Remoto.

1. Introduction

The COVID-19 pandemic has affected teaching and learning in almost every global higher education institution (HEI). Marinoni et al. (2020) estimate that two-thirds of HEIs have implemented distance education. I In March 2020, right at the beginning of the academic semester in most HEIs in Brazil, the need to suspend face-to-face teaching activities was a surprise. In addition to the human cost of the pandemic, this measure delayed teaching and learning in most institutions in Brazil.

Professors and students began to face new obstacles beyond those that already existed in in-person environments. On the one hand, professors had to master new tools, unknown to most of them until then, and adapt their classes to the virtual environment. On the other hand, Brazilian students had an obvious obstacle: access to technological resources. Not only in terms of equipment but also the appropriate means to follow virtual classes, from a good and silent environment to a computer and internet that would support videoconferences (Alves & Ferreira, 2022).

The 2019 National Household Sample Survey (PNAD) showed that 82.7% of households had internet access. Of those, 99.5% used a cell phone to connect. Only 45.1% of households with internet access in Brazil used a microcomputer for this purpose (IBGE, 2019). In April 2020, in a survey with Federal University of Paraiba (UFPB) students, 92.3% reported owning a cell phone, 65.4% had access to a personal computer at home with working conditions, and 75.5% had access to a broadband connection (UFPB, 2020).

Existing technological resources conditioned the transition to remote learning. Access to devices, good internet quality, and online distance learning platforms are among the critical factors that should integrate into the design of an educational response to the crisis. To overcome internet access constraints, the University of São Paulo (USP), for example, was one of the first HEIs to provide internet chips for low-income students. This practice became common among most Brazilian HEIs, and many started to offer financial support to purchase tablets and internet bills.

Beyond the technical issue, one of the biggest challenges of remote learning permeates all socioeconomic strata: student engagement and ensuring involvement. Gaufman & Möller (2021) argue that simply transitioning long lectures to online contexts can lead students to a position of passive consumers of knowledge. In surveys, 41.7% of student respondents stated they had never taken an online course before April 2020 (UFPB, 2020). Although we do not have the same information regarding online faculty teaching, it is possible to infer that before 2020 most faculty members had probably never taught courses remotely.

Once students were not used to online courses, a trend that marked early remote classroom experiences consisted of replicating the same face-to-face teaching-learning practices in the remote context. Doing so was the path adopted by several professors, constrained by this sudden transition without the possibility of adequately preparing for the new online environment. Given this context, reflecting on and sharing active learning initiatives that promote interaction between professors and students in the remote context is essential. It circumvents the difficulties imposed in digital teaching, enabling participation in this relatively more plastered environment than the face-to-face one (Glazier 2021). Furthermore, active teaching strategies that had positive results during the pandemic may produce similar effects after the pandemic.

Therefore, this article aims to present the functioning and results of an evaluation strategy implemented in the Geopolitics and Security (GPS) course of the International Relations course at UFPB in the second semester of 2020. The evaluation consisted of the application of three teaching cases, focusing on different geographic regions. Throughout the semester, from a contextual perspective, it was discussed the use of force in air, land, and sea domains.

Active teaching methodologies allow the student to have learning experiences by applying an analysis framework based on theoretical concepts from a practical

perspective.Teaching cases, for example, enable the student to reflect on the reality of the international system through theoretical tools. It represents a proposal for an active methodology employable in both remote and face-to-face contexts.

Following this introduction, the article is divided as follows: Section 2 addresses the use of teaching cases in IR in Brazil, highlighting the advances observed in the area and the challenges that have intensified in the face of the Covid-19 pandemic, especially in promoting the adaptation of teaching in the remote context. Section 3 discusses the theoretical elements that grounded the Geopolitics teaching activity through the A2/AD debate. Section 4 presents the methodology and procedures of the case application. Section 5 presents the main results and challenges of the application, as well as final considerations, highlighting aspects related to the development and implementation of innovations in teaching international relations, especially in the remote context.

2. The case of teaching in International Relations in Brazil: advances and challenges

Already consolidated in areas such as Administration and Law, over the last 20 years, Anglo-Saxon International Relations often uses teaching case studies. The robust database at *Harvard's Kennedy School of Government*[1] supports teaching and research activities based on practical cases. More recently, however, something more specific has been emerging in IR: the teaching case. Along the lines of active learning, the teaching case is a strategy that encourages the student to envision a decision-making situation and explore complex issues that stimulate elements of critical analysis, evaluation, and reflection on the studied content. The *Institute for the Study of Diplomacy* (ISD) at *Georgetown* University (USA) is possibly the primary source of references and cases in the IR area (Golich et al*.,* 2000).

The teaching case differs from the case study (Lynn, 1999; Lamy, 2012), the former being a teaching strategy, the latter a methodological research design. The fundamental difference is that a case study answers the given situation, while a teaching case requires the student to discuss the matter and develop a solution (Lynn, 1999, p. 15-16).

In the teaching case, students are placed in an environment that reproduces a complex and challenging situation and are encouraged to develop skills that include description, analysis, explanation, and prediction (Lamy, 2012, p. 245). The professor becomes a facilitator in this process, encouraging students to ask questions, suggest

explanations, and make decisions. To Golich et al. (2012, p. 12), this last aspect is perhaps the most significant opportunity in the learning process (2000, p. 12).

A good teaching case must have a fully developed personality, some drama related to the chosen decision or event, and direct references from the actors participating in the suggested situation (Lamy, 2012, p. 147). In addition to these three elements, Lynn (1999, pp. 117-119) identifies several qualities that contribute to a excellent case: a) its solution is not apparent, b) the description of the critical actors is as detailed as possible, c) there is enough information for different decisions to be made, d) it is complex, e) the reader understands how the political process of that particular situation works.

Finally, teaching cases can be of two types: historical retrospective or decision-making engaging (Lamy, 2012, p. 248). In the first case, they report the history of a significant event or issue. They show this event from the perspective of the relevant actors and bring out details that influence the decision-making process. These are cases that stimulate students to review critical historical events. They can include, for example, interviews and speeches given by key actors. On the other hand, cases that require a decision to be made stimulate students to find answers to complex problems, from which they will propose a decision.

Although it is often employed in teaching Anglo-Saxon IR, this tool is relatively rare in Brazilian classrooms. It is even rarer to find specific publications in the area. Milani & Tude (2015) organized a set of teaching cases around the issue of globalization, using as a parameter the script developed by Roesch (2007) for building teaching cases. Carvalho Pinto et al. (2017), in a dedicated dossier on teaching in International Relations (Ramanzini Jr. & Lima, 2017), also present an example of practical case application in IR theory.

All cited publications, however, reflect experiences from in-person classrooms. The remote teaching emergency led to teaching tools and academic activities that ensured social distancing and other pandemic requirements. In the first moment, in some institutions, there was a transition to the online context. It intended to offer a quick response in the face of an emergency. In the subsequent semesters, the course planning already considered the online courses, which permitted minimal preparation to implement activities in this new environment. Thus, the Geopolitics and Security course was adapted and went online. The educational objective of the course was to provide the students with basic theoretical concepts of Geopolitics and International Security, starting with the

debate on anti-access and area denial, A2/AD, so that they could critically evaluate the actions of international actors in specific geostrategic contexts. The following section summarizes the main theoretical elements discussed in the course. Student learning was continuously evaluated throughout the semester by applying three different cases, as detailed in the next section.

2. Teaching Geopolitics and International Security through A2/AD debate

According to classical authors such as Meira Mattos (2002), Geopolitics congregates the study of Geography, History, and Politics. As a science, it focuses on its related phenomena. More precisely, Gray & Sloan (1999) stated that Geopolitics seeks to account for the spatial dimension of international relations. Incorporating History since its genesis, Geopolitics would be responsible for aggregating the geographic perspective to the core of International Relations, mapping its effects for power politics.

Since the early days of Geopolitics, distinct theories have put different emphases on what would be the main dimensions of warfare. Alfred Mahan's Maritime Power theory and Mackinder's Land Power theory present this common trait, also reverberated by Nicholas Spykman's Rimland theory. The confluence between Geopolitics and the distinct expressions of military power contribute to a heuristic division of geopolitics and geostrategy, not only from their particular theories but also from the different geographical dimensions of warfare (Gray & Sloan, 1999).

Focusing on traditional geopolitics, ontologically linked to the realist tradition, we chose to study and teach geopolitics through domains of military operations such as land, sea, air, space, and cyberspace, prioritizing the first three to facilitate learning at the undergraduate level. Although geopolitical phenomena manifest themselves in the real world without respecting the limits of each domain, this cutout is useful pedagogically. It allows for more detailed teaching across theories, exploring the geographic environment, weapons systems, and political consequences. Through exercises and simulations, it builds the understanding that geopolitics and its force dynamics are, in current times, fundamentally multi-domain (Williams, 2017).

Anti-access and area denial strategies (A2/AD) combine two distinct modalities of operational strategy. Anti-access capability (A2) prevents an opponent from projecting military force against a contested area (Tangredi, 2013). Unlike defensive posture to retain key terrain, A2 prevents penetration into an adversary's contested area (national territory, overseas territory, Etc.) in any physical domain of warfare (sea, land, or air).

Revista Brasileira de Políticas Públicas e Internacionais, v. 7, n. 2, out/2022, pp. 28-46.

33

Suppose anti-access capabilities (A2) fail, or the country does not possess them. In that case, area denial (AD) capabilities will allow the defending country to mitigate or substantially reduce the invading power's mobility within a contested region. Denying mobility reduces the chances that the enemy will reach the defender's centers of gravity, leading the adversary to capitulate in the face of a war of attrition.

Among the contemporary debates that capture the relationship between geopolitics and military strategy, anti-access and area denial constitute an object of investigation of high heuristic value. First, recognized as an operational-level strategy (prioritizing the Theater of Operations), studies on A2/AD prioritize understanding the relationship between geography, technology, and military power. Secondly, A2/AD advocates a multi-domain perspective, allowing for the study of distinct manifestations of the phenomenon in geopolitics and geostrategy. Finally, notable cases of A2/AD in the literature coincide with prominent actors in contemporary geopolitics, such as the United States, China, and Russia (Tangredi, 2013). In addition to the Brazilian case, this explains the case selection, which was oriented to foster the application of theoretical concepts in real international politics and security situations.

3. Methodology and Teaching Notes

Geopolitics and International Security course (GPS) is often taught to third-period IR undergraduate students. Its main objective is to discuss the connection between geopolitics, geography, international security, and strategy. The experience took place in the second semester of 2020 with a class of 36 students. The content evaluation strategy consisted of applying three case studies throughout the semester, discussing theoretical concepts in a cross-cutting manner, throughout the semester, in different space-time contexts. In addition to the course's introductory texts, we made available specific material about each case to be analyzed, as presented in Charts 2, 3, and 4. The three activities were held in groups so students could explore the gains of discussion and reflection with peers, another strategy widely used in the active learning literature (Mazur, 2015). The list of cases, as well as the identification of the self-perception assessment instruments, are presented in Table 1.

Table 1. GPS Discipline Case List

Case Number	Case Title	Perception Assessment Forms

Case 1	A2/AD of Russian Federation	1.1 e 1.2
Case 2	East Asia's geostrategic environment	2.1 e 2.2
Case 3	A2/AD in North of South America	3.1 e 3.2

The first case applied was the A2/AD of the Russian Federation. Before the activity, the students had an initial explanation about the following subjects: what geopolitics is, the connection between geopolitics and strategy, and the relationship between war and geography. As a theoretical basis for these contents, we used the contribution of authors such as Colin S. Gray (1999) and Murray (1999). The students were introduced to the case of Russia as a manner to debate war and geography. There was an explanation of the geopolitical context of antagonism between the Russian Federation and NATO and the main conflicts in that region (Baltic, Ukraine, and the Black Sea).

The assessment, shown in Table 2, consisted of the students' group writing of a Geopolitical Analysis. Freier's (2012) text introduced the A2/AD for the first assessment. As a supporting tool, students had access to an interactive map named "The Russia - NATO A2/AD Environment, " produced by the CSIS Missile Defense Project (Williams, 2017). The map and its geostrategic information allowed the first experimentation with the A2/AD phenomenon, with Eastern Europe as the theater of operations under analysis. In both cases, students had data on the naval, land, and air attack and missile defense capabilities of the countries studied. In addition, information was made available on potential landing areas (air and sea), which helps think about access and anti-access.

Table 2. Teaching Case 1. A2/AD Geopolitics analysis of the Russian Federation

Question	Structure	References
How to understand the geostrategic landscape of the Russia-NATO	Geopolitical Analysis: <u>a) Title</u>: the title should be short and directly related to the topic.	Freier (2012) Interactive map (Williams, 2017)

| opposition in Eastern Europe from the perspective of A2/AD? | b) Context: Explore the regional context studied by emphasizing the relationship between geopolitics and strategy and war and geography. c) Dispute: Briefly contextualize the geopolitical dispute and describe its current status. d) Diagnosis: with emphasis on the group the student is in (red or blue), develop a diagnosis of the geopolitical dispute, with emphasis on the dynamics of anti-access and area denial (A2/AD) | https://missilethr eat.csis.org/russia-nato-a2ad-environment/ |

The second case focused on China, particularly the dynamics of rivalry between Beijing and Washington. At this stage of the course, students were already familiar with Land, Sea, and Rimland Power theories to conduct a more thorough assessment of the scenario under analysis. The geostrategic environment of East Asia (with primacy to the Western Pacific) was presented through the interactive map "*Chinese Power Projection Capabilities in the South China Sea*" by the *Asia Maritime Transparency Initiative* (CSIS, 2020). Following the expansion of resources available, the Chinese case presented the arrangement of air assets, missile platforms, and radar coverage. In the context of Chinese territorial claims through the 'Nine-Dash Line, Military equipment contributed to the production of capabilities. In addition, data on the positioning and means of the United States in the region was made available for analysis.

Table 3. Teaching Case 2. A2/AD Geopolitics analysis of East Asia

Question	Structure	References
How to understand the geostrategic landscape of the China-U.S. opposition in East Asia from	Geopolitical Analysis: a) Title: the title should be short and directly related to the topic. b) Context: With an emphasis on the relationship between geopolitics and strategy and war and geography, explore the regional context studied.	Geopolitical and Security Environment for Study: East Asia - https://amti.csis.org/chinese-power-projection/. - https://amti.csis.org/chinese-power-projection/. https://www.businessinsider.co m/tensions-in-the-south-china-sea-

the A2/AD perspective?	c) Dispute: Briefly contextualize the geopolitical dispute and describe its current status. d) Diagnosis: with emphasis on the group in which you are (red or blue), develop a diagnosis of the geopolitical dispute, with emphasis on the dynamics of anti-access and area denial (A2/AD).	explained-in-18-maps-2015-1#18trade-and-resources-in-the-indian-ocean-18 https://www.pri.org/stories/2017-08-11/us-has-massive-military-presence-asia-pacific-heres-what-you-need-know-about-it https://www.businessinsider.com/without-the-us-navy-and-air-force-globalization-as-we-know-it-would-be-impossible-2015-3

After teaching content on geopolitics, such as war, and strategy, the classical theories of Mackinder, Mahan, and Spykman helped to analyze the selected cases. Air Power theory and space geopolitics completed the framework. Based on the accumulated coursework, the third case study - Brazil - sought to propose an analytical reflection on the A2/AD environment in South America, starting with the Brazil-Venezuela dyad. Students had to think, in a comparative manner, how the geostrategic characteristics of the previous cases contributed to the analytical effort about Brazilian reality. To bring them closer to the Brazilian geopolitical and military reality, military authors such as Gheller et al. (2015), Lima Junior (2016), and Paiva (2016). The former discussed weapon systems (missile and rocket artillery - ASTROS) and their potential for the Brazilian A2/AD, while the latter allowed for a glimpse of the suitability of this strategy modality for the Brazilian reality. Table 4 summarizes the structure of the assessment activity in this last stage.

Table 4. Teaching Case 3. Geopolitical Essay on South America

Question	Structure	References
How could Brazil incorporate A2/AD	Geopolitical Essay: a) Title: the title should be short and directly related to the topic.	Gheller et al. (2015) Lima Júnior (2016) Paiva (2016)

perspective into its defense strategy?	b) <u>Context:</u> By focusing on the relationship between geopolitics and strategy, explore the regional context (Amazon and South Atlantic environments). c) <u>Strategic Challenge</u>: provide a brief contextualization of the geopolitical challenges (countries) that may give rise to Brazil's A2/AD system. d) <u>Proposal:</u> develop a proposal for an anti-access and area denial (A2/AD) system for Brazil.	Geopolitical and Security Environment for Study: South America. https://www.google.com.br/maps

We applied forms before (pre) and after (post) the application of each of the case studies implemented in the course, making up six answer forms: 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2. The goal was to assess the student's self-perception of their knowledge of concepts before and after each activity. It is essential to highlight that self-perception analysis usually carries a critical element of bias, as the student may perceive improvement in learning only to correspond positively to the professor's effort. Still, this information is valuable from the point of view of the teaching-learning process. It is so because it measures how much students perceive the activity may have contributed to enhancing their learning.

The application forms were structured in two sections: a theoretical and a specific section. The first section (theoretical) repeated throughout the six forms. In it, students choose a score from 0 to 5, on a *Likert scale*, as to their self-perception of theoretical and conceptual mastery of concepts. There were eleven main concepts discussed in the course, namely: geographic positioning, strategy and tactics, anti-access (A2), area denial (AD), freedom of action, weapons systems, land domain, maritime domain, air domain, space domain, and cyber domain. The second part of the forms consisted of a section with the specific concepts addressed in each case.

In case 1, 'How do you consider your knowledge of the following topics related to the A2/AD debate in the case of Eastern Europe concerning': (i) Russia's interests, (ii) NATO's interests, (iii) anti-access (A2), (iv) area denial (AD), (v) land domain, (vi) maritime domain, (vii) air domain, (viii) space domain, (ix) cyber domain, (x) weapons systems.

In case 2, 'How do you consider your knowledge of the following topics related to the A2/AD debate in the East Asian case' regarding (i) China's interests, (ii) United States' interests, (iii) anti-access (A2), (iv) area denial (AD), (v) land domain, (vi) maritime domain, (vii) air domain, (viii) space domain, (ix) cyber domain, (x) weapons systems.

In case 3, 'How do you consider your knowledge of the following topics related to the A2/AD debate in the North of South American case': (i) Brazil's interests, (ii) anti-access (A2), (iii) Area Denial (AD), (iv) Joint Anti-Access and Area Denial Defense System (SCDANA), (v) land domain, (vi) maritime domain, (vii) air domain, (viii) space domain, (ix) cyber domain, (x) weapons systems.

4. Results, challenges, and final considerations

The consolidation of the results highlighted practical challenges from the professor's perspective, who seeks to systematize and monitor the application and effectiveness of the teaching activity. The first challenge was to get the students to fill out the self-perception forms about their mastery of the theoretical concepts related to each case. This procedure repeated itself before and after every activity. As identification was mandatory (through the enrollment number, for control purposes), we identified cases with single answers (only before or after) and excluded unpaired data for a proper analysis. After cleaning the dataset, the number of respondents in the first case (1.1 and 1.2) was 18 students; in the second case (2.1 and 2.2), 10 respondents, and in the third case (3.1 and 3.2), 9 student respondents. The major implication of this problem is the low number of observations in the samples, making it challenging to calculate statistical significance, so the analysis was restricted to a descriptive analysis of the data.

Figure 1 indicates that as the cases were applied over the semester, the average student's perception of learning the eleven major theoretical concepts of the discipline increased. These concepts were assessed in the first section of each form applied before and after the cases.

Figure 01: Average of students' self-perception of learning about the main theoretical concepts in the discipline across the 3 case studies
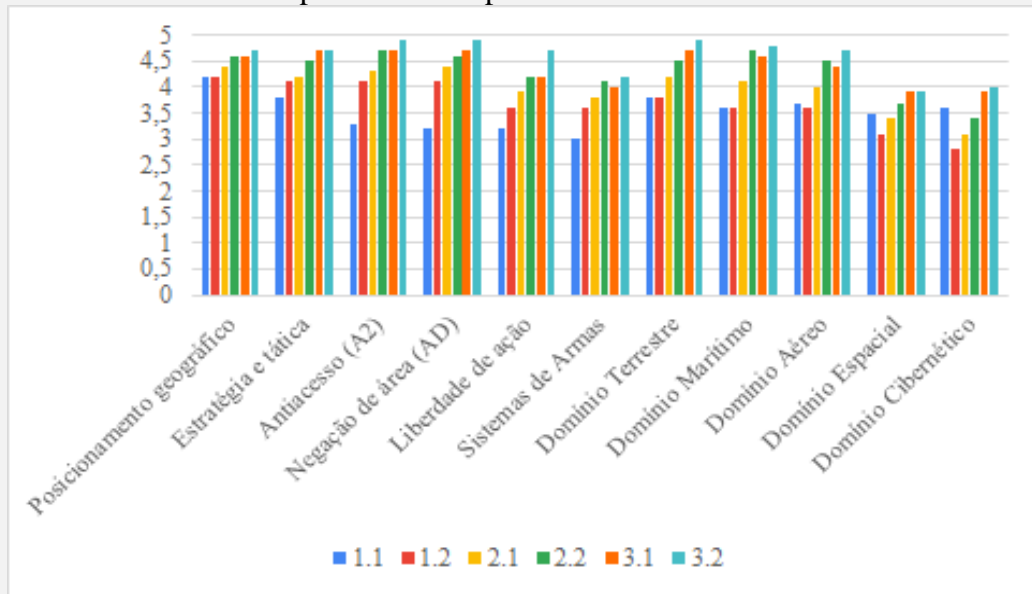

Figure 2 shows that the activities successfully consolidate the theoretical concepts throughout the course. It is possible to verify a decrease in the variance between students' answers, indicating greater convergence between responses and greater consistency about the respondents' perception of learning the subject's main concepts.

Figure 02: Variance of students' self-perceived learning about the main theoretical concepts covered in the course
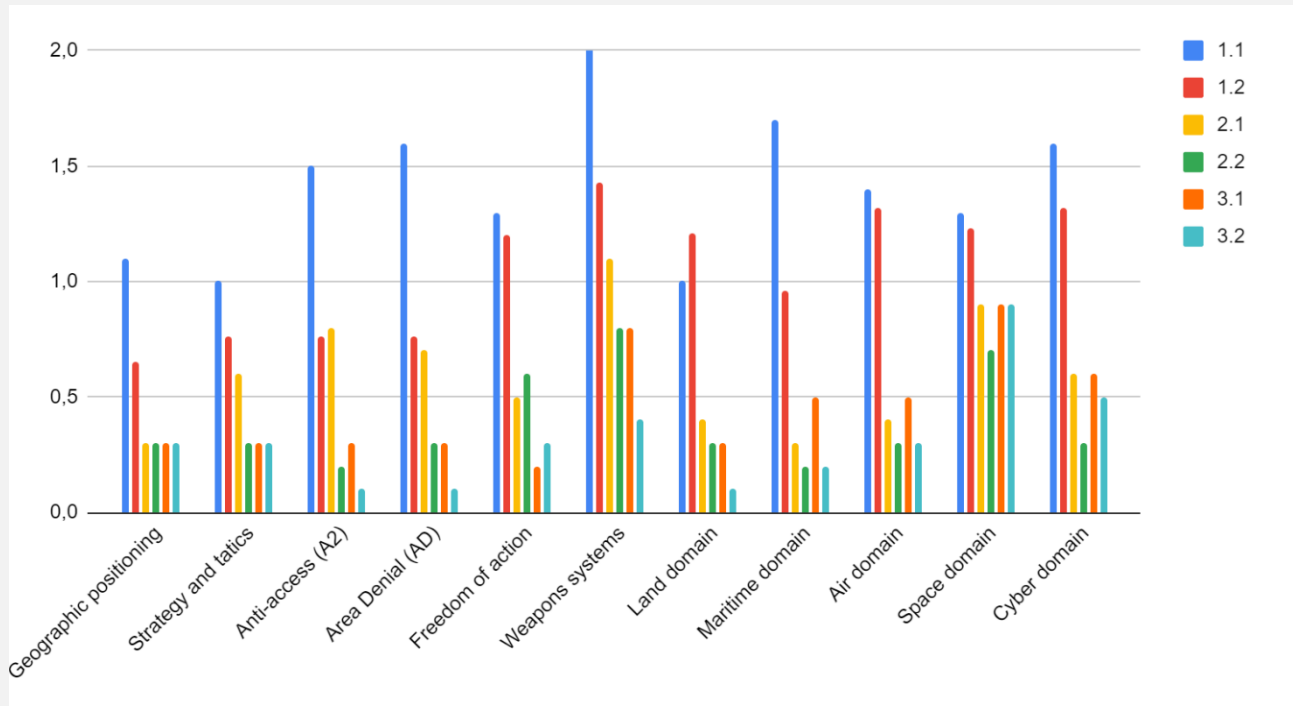

Source: the authors.

Figures 3, 4, and 5 illustrate each case's self-perception of specific concepts. In all concepts, the students declared an improvement in their self-perception of learning after the activity. It is also evident that the averages for self-perceived learning in the concepts of space, cyber, and weapon systems were lower than in other domains (land and sea, for example). This level of learning, lower than the other concepts, was expected by the instructor because they were less explored in the course literature (especially weapon systems and space domain) and presented in the last part of the course. There was less time for a deeper understanding of the technical concepts and terms of the military field. Discussions around the land, maritime, and air domains were mainly employed, which was not the case with the debates around cyberspace and weapon systems (discussed less consistently).

Figure 03: average of students' self-perceptions about learning the specific concepts of case 1, Eastern Europe (0, "do not know anything about the concept" 5 "mastery of the concept"), pre and post activity
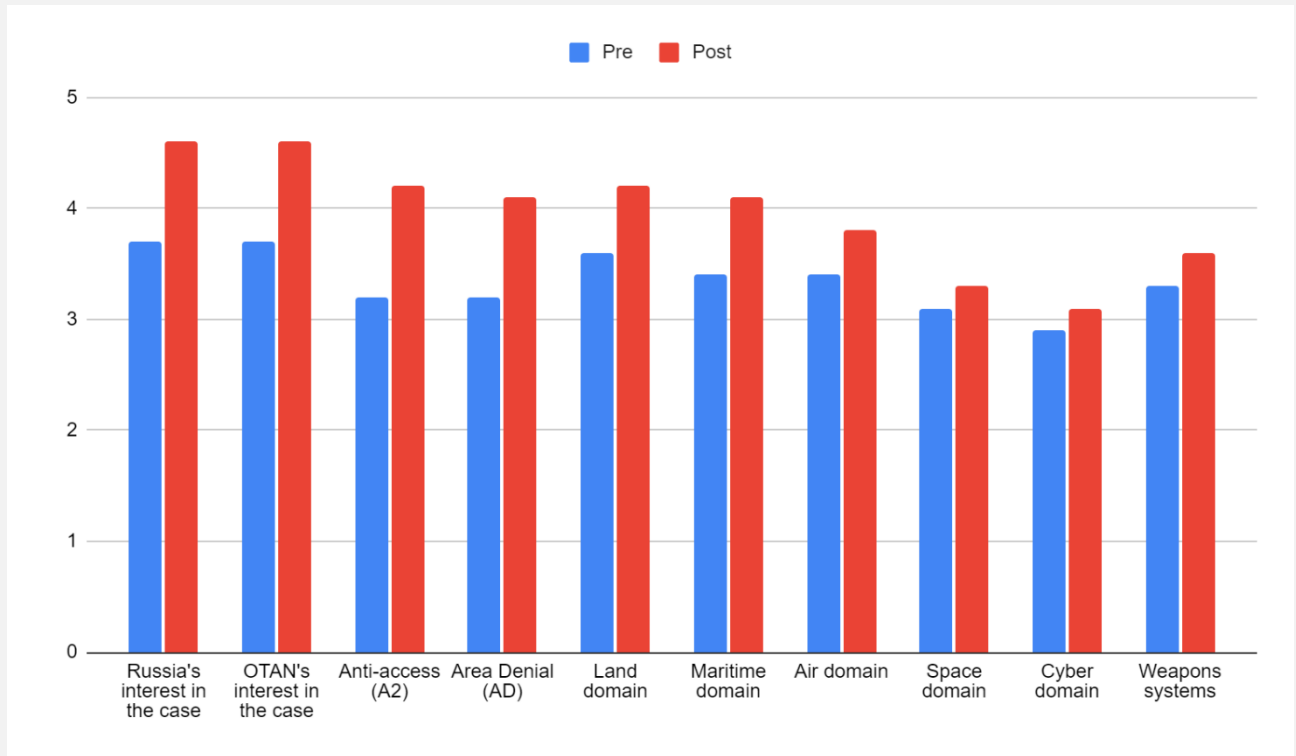
Figure 04: Average of students' self-perceptions of learning the specific concepts of case 2, East Asia (0, "do not know anything about the concept" 5 "mastery of the concept"), pre and post activity
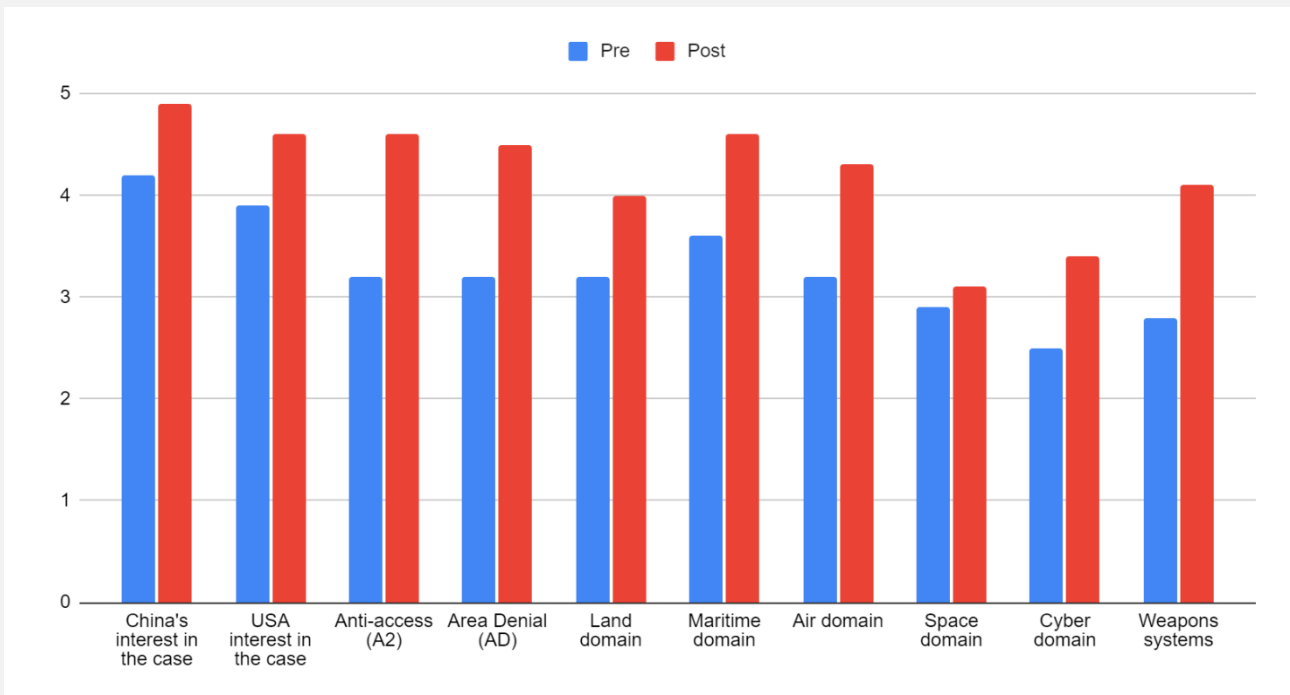
Figure 05: Mean of students' self-perception of learning the specific concepts of case 3, South America (0, "do not know anything about the concept" 5 "mastery of the concept") pre and post activity
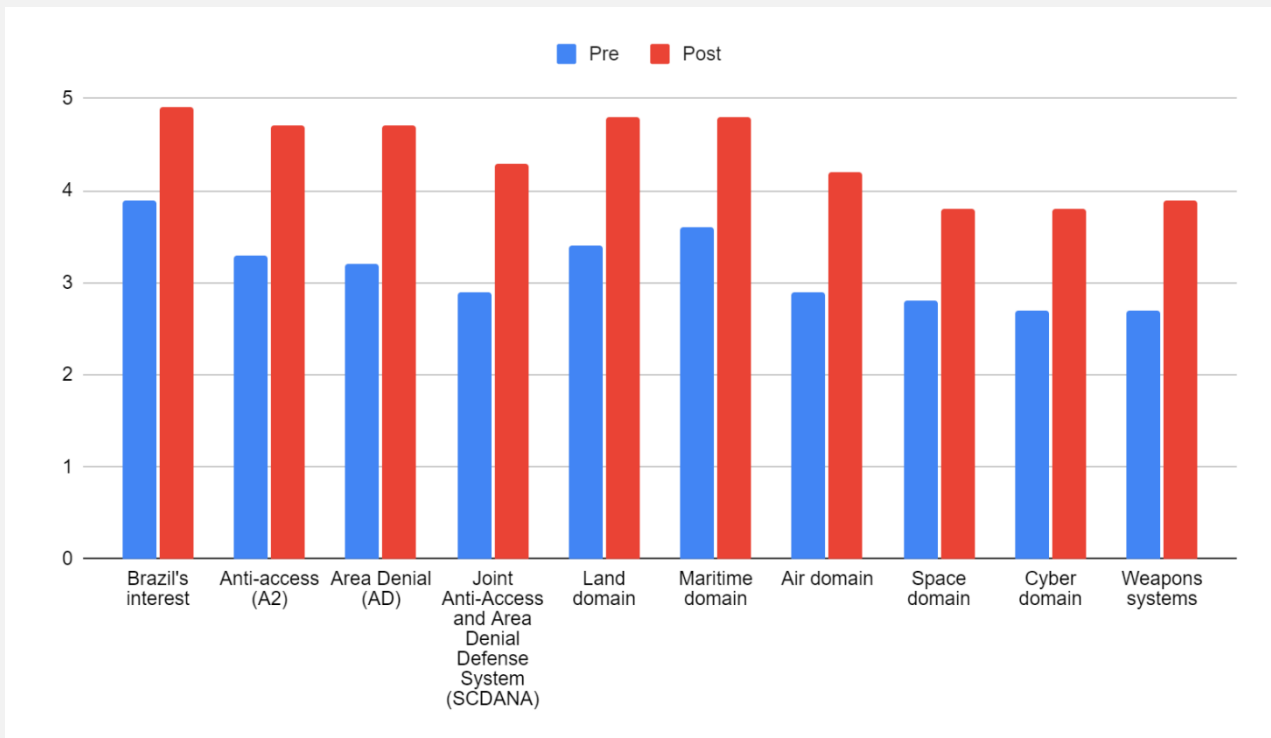
The average assessment scores for the students were 8.90 in Case 1, 8.63 in Case 2, and 8.62 in Case 3. As the subject progressed, the assessment content was cumulative. Adding to this difficulty, the ability of the learners to mobilize a wide range of demanding military-technical concepts, several of which were new to the students. For this reason, despite being relatively high, the class average showed a downward trend. The professor's responsible for the subject and the evaluation opinion is that it resulted from the increased rigor of the assessments throughout the course. In summary, the results suggest that the activity effectively achieved its objectives of making the teaching-learning process more dynamic and improving it through practical reflections on the international system.

Teaching Geopolitics and International Security in a single subject is challenging. To maximize the chances of students learning about the geography of international relations and its security dynamics, we chose to engage in a contemporary debate: operational strategies of anti-access and area denial. This option presented a *trade-off*. Although it has high explanatory value about the connection between geography, military power, and security, this debate demands knowledge of a complex set of military concepts and terms, usually linked to weapon systems. We tried to mitigate the negative side of the

trade-off by offering complementary information, documentaries, and lectures with experts on various subjects discussed in the course. However, one observation is apparent: the students' difficulty in better understanding military issues says more about how necessary this content is in undergraduate courses. We conclude that teaching such content has broadened the horizon of analytical opportunities for students, contributing to endowing them with tools that enable them to understand geopolitical phenomena and international security. To mitigate this deficiency, we will seek to offer more often Strategic Studies courses, a suggestion already contained in the National Curricular Guidelines of the area of International Relations.

The Covid-19 pandemic intensified numerous political, economic, social, and technological challenges permeating Brazil's teaching activity. Professors and students had to adapt to the difficult conditions in this scenario, and the countless hardships have made higher education even more challenging than ever. There was an effort to rethink the Geopolitics and International Security course to give students a practical experience of the contents taught. The low participation in filling out the forms may also relate directly to the remote environment since, in a face-to-face setting, it is more straightforward for students to fill out and when, and the activity only begins after filling out the application forms.

The results presented here provide an expectation that more professors in international relations may rethink and reformulate the content and tools within their subject programs in future semesters. It should happen in remote, hybrid, or even face-to-face contexts, enabling the use of teaching cases or other active learning strategies. In this way, it will be possible to provide practical experiences and activities so much in demand by students in international relations courses.

Alves, Texeira Junior & Sobrenome Pacheco. *The Teaching Case in the Remote Context: the experience with Geopolitics and Security Studies*

Revista Brasileira de Políticas Públicas e Internacionais, v. 7, n. 2, out/2022, pp. 28-46.

44

References

CSIS, Center for Strategic and International Security. (2020) Chinese Power Projection Capabilities in the South China Sea. Asia Maritime Transparency Initiative. Recuperado de https://amti.csis.org/chinese-power-projection/

Carvalho Pinto, V., Correa, H., & de Medeiros, F. (2017). O Caso Prático Como Método De Ensino Em Teoria Das Relações Internacionais: O Programa Nuclear Iraniano Segundo Os Níveis De Análise. Meridiano 47–Journal of Global Studies, 18, 1-18.

Freier, N. (2012) The Emerging Anti-Access/Area-Denial Challenge. Critical Questions. CSIS – Center for Strategic and International Studies. May 17. Recuperado de https://www.csis.org/analysis/emerging-anti-accessarea-denial-challenge.

Gaufman, L., & Möller, S. (2021). More than an YouTube channel - Engaging students in an online classroom In: Szarejko, A. A. (ed.) Pandemic Pedagogy: Teaching International Relations during (and after) COVID-19. SpringerNature (pre-print).

Gheller, G. F. O., Gonzales, S. L. D. M. O., & Melo, L. P. D. O. (2015). Amazônia e Atlântico Sul: desafios e perspectivas para a defesa no Brasil, caps. 4, 6 e 10. Recuperado de https://www.ipea.gov.br/portal/images/stories/PDFs/livros/livros/150831_amazonia_e_atlantico_sul_web.pdf

Glazier, R. (2021). Making Human Connections in Online Teaching. PS: Political Science & Politics, 54(1), 175-176.

Golich, V. L., Boyer, M., Franko, P., & Lamy, S. (2000) The ABCs of Case Teaching. Pew Case Studies in International Affairs. Washington, DC: Georgetown University, Institute for the Study of Diplomacy.

Gray, C. S., & Sloan, G. (Orgs). (1999). Geopolitics, Geography and Strategy, London and New York: Routledge.

IBGE. Pesquisa Nacional por Amostra de Domicílios (PNAD) Contínua do IBGE do 4º trimestre de 2019, sobre o acesso à Tecnologia da Informação e Comunicação (TIC). Instituto Brasileiro de Geografia e Estatísticas. Recuperado de https://agenciadenoticias.ibge.gov.br/agencia-sala-de-imprensa/2013-agencia-de-noticias/releases/30521-pnad-continua-tic-2019-internet-chega-a-82-7-dos-domicilios-do-pais

Lamy, S. L. (2012) Teaching foreign policy cases. Smith, S.; Hadfield, A., & Dunne, T. (Eds). Foreign Policy: Theories, Actors, Cases. Oxford: Oxford University Press, 2nd ed., p. 243-255.

Lima Jr, C. A. R. (2016). Artilharia de mísseis e foguetes: contribuição para um sistema conjunto de defesa antiacesso e negação de área (SCDANA). Doutrina Militar Terrestre em revista. Janeiro a Junho. Recuperado de http://ebrevistas.eb.mil.br/index.php/DMT/article/view/728/780

Lynn, L. E. (1999) Teaching and Learning with cases: A guidebook. New York: Chatam House Pub.

Marinoni, G., Van't Land, H., & Jensen, T. (2020). The impact of Covid-19 on higher education around the world. IAU Global Survey Report, Published by the International Association of Universities, May.

Mattos, C. de M. (2002) Geopolítica e Modernidade: a geopolítica brasileira. Rio de Janeiro: Biblioteca do Exército.

Mazur, E. (2015). Peer instruction: a revolução da aprendizagem ativa. Penso Editora.
Milani, C. R. S., & Tude, J. M. (2015). Globalização e Relações Internacionais: casos de ensino. Rio de Janeiro: FGV.

Murray, W. (1999) Some thoughts on war and geography. Journal of Strategic Studies 22(2), 201-217.

Paiva, L. E. R. (2016) A Defesa precisa de integração estratégica. EBLOG - Blog do Exército Brasileiro. 25 abril. Recuperado de eblog.eb.mil.br/index.php/menu-easyblog/gen-bda-r1-luiz-eduardo-rocha-paiva.html

Ramanzini Jr, H., & Lima, T. (2017). Desafios e caminhos do ensino, pesquisa e extensão em Relações Internacionais no Brasil. Meridiano 47, 18.

Roesch, S. M. A. (2007). Casos de ensino em administração: Notas sobre a construção de casos para ensino. Revista de Administração Contemporânea, 11(2), 213-234.

Tangredi, S. J. (2013) Anti-access Warfare: Countering A2/AD Strategies. Annapolis: Naval Institute Press.

Williams, I. (2017) The Russia – NATO A2AD Environment. Missile Threat. CSIS Missile Defense Project. January 3. Recuperado de https://missilethreat.csis.org/russia-nato-a2ad-environment/